

NBC Test School
123 Successful Kids
Successful, TX
11111

NBC Student Screening Report

Name : APlus, Amy
Age : 10
Sex : Female
Date : 09/15/2010

Amy APlus is a 10 year old female in the fourth grade. Amy is from a two parent family. The student's father's occupation: manager. The student's mother's occupation: manager. The student's reported siblings include:

- Joe, male, age 6

Amy appears to be capable of age-appropriate peer interactions. The student is able to make and keep friendships. Amy is generally respectful to teachers and other authority figures. Amy is pleasant. The student seems to have goals and plans for the future. Amy generally communicates normally. There do not seem to be speech and language concerns.

School personnel report that Amy seems to be generally healthy. Reportedly, the student is not taking medication at this time. Amy appears to have age-appropriate personal hygiene habits.

School records indicate that Amy has a history of regular attendance. Amy is generally passing. There are no concerns about academics. Amy has a positive attitude about school. Amy seems to have adequate intellectual capabilities.

There are no reports indicating concerns about discipline.

Amy does not exhibit anger problems. The student does not exhibit behaviors that are associated with gang activity. The student does not exhibit behaviors that are associated with illicit drug/alcohol use.

The student's activity level is age appropriate. Amy seems to have a normal attention span.

Amy does not appear to be sad or withdrawn. Amy does not exhibit signs indicating physical abuse.

Amy does not appear to exhibit odd or unusual behaviors.

Terry Teacher, Teacher

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RECOMMENDED ACCOMMODATIONS

Name : APlus, Amy
Age : 10
Sex : Female
Date : 09/15/2010

It is the responsibility of the classroom teacher to be aware of students' academic and behavior concerns, and to take appropriate action. The following interventions are recommendations that may be helpful in the general education setting. Each school addresses the intervention process somewhat differently. The school administrator provides leadership regarding process. Collaboration with the intervention team, school counselor, school nurse, and parents or guardians is encouraged. Use the **Nichols' Behavior Checklist (NBC)** as part of your intervention toolkit. Re-administer to assist with determining progress.

All students experience emotional upsets at one time or another. The degree of intensity of the upset can vary greatly. If the student's behaviors may possibly lead to immediate harmful actions for the student or others, notify the school administrator immediately. For situations that indicate imminent threat or danger, follow the crisis plan that is in place for the school.

Behavioral strategies that are appropriate for most situations:

- Catching students being good. Making specific, positive comments, such as "I like the way you"
- Paying attention and actively listening to what each student has to say.
- Showing personal interest and investing in one-to-one quality time.
- Directly teaching age-appropriate behavior.
- Sometimes, simply asking what is wrong and how you can help is all a student needs to feel better.

Rewards that most students appreciate:

- Saying "Thank you for"
- Making eye contact.
- Smiling; giving an affirmative nod.
- Giving praise for genuine effort.
- Signaling "thumbs up."
- Writing positive comments on papers.

Generally, accommodations help most students. When accommodations are not enough to correct behavior, it is appropriate to consider a contract or a behavior intervention plan.

Strategies that
are appropriate
for most
situations.

Rewards

Collaboration

Imminent
danger? Get
help!

Provide
interventions
before
referring to
Sp Ed.

Casey Challenge's Basic Report

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NBC Student Screening Report

Name : Challenge, Casey
Age : 10
Sex : Male
Date : 09/15/2010

Casey Challenge is a 10 year old male in the fourth grade. Casey is from a two parent family. The student's father does not work. The student's mother works outside the home. There are no reported siblings.

Casey appears to be capable of age-appropriate peer interactions. The student is able to make and keep friendships. Generally, Casey is not respectful to teachers and other authority figures. The student is generally noncompliant. The student has problems following rules. Casey generally communicates normally. There do not seem to be speech and language concerns.

School personnel report that Casey seems to be generally healthy. Reportedly, the student is taking the prescribed medication: Ritalin. Casey does not appear to have age-appropriate personal hygiene habits. The following concerns are noted: body odor.

School records indicate that Casey is often absent. Casey is generally failing. Reading skills are below expectations. Math skills are below expectations. Casey does not regularly turn in homework. Casey does not seem to have a positive attitude about school. The student participates in extracurricular activities: sports. Casey seems to have adequate intellectual capabilities.

There are concerns about discipline. There is a history of frequent referrals for Noncompliance. When disciplined, Casey exhibits these behaviors:

- Blames others.
- Acts out.

Casey exhibits anger problems. The student has been observed using profanity. Casey engages in behaviors that indicate social maladjustment. The following behaviors are exhibited:

- Lies.
- Cheats.
- Steals.
- Bullies.
- Destroys property.
- Lacks guilt or remorse.
- Oppositional.
- Defiant.

Casey seems to be manipulative. The student does not exhibit behaviors that are associated with illicit drug/alcohol use. The student exhibits behaviors that may indicate gang activity.

The student's activity level does not seem to be age appropriate. At school, Casey:

- Seems overly active.
- Exhibits impulsivity.
- Seems easily irritated.

Casey seems to have attention problems. Casey seems to have a short attention span. Casey is easily distracted.

Casey does not appear to be sad or withdrawn. Casey does not exhibit signs indicating physical abuse. Casey does not exhibit signs indicating sexual abuse.

Casey does not appear to exhibit odd or unusual behaviors.

Has friends/Disrespectful/
Noncompliance
Communication OK

Generally healthy/Takes
Ritalin/Hygiene concerns

Attendance /Academic concerns
Discipline concerns

Anger issues/Exhibits socially
maladjusted behaviors

ADHD problems?

Not sad. No abuse. No behaviors
associated with autism.

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RECOMMENDED ACCOMMODATIONS

Name : Challenge, Casey

Age : 10

Sex : Male

Date : 09/15/2010

It is the responsibility of the classroom teacher to be aware of students' academic and behavior concerns, and to take appropriate action. The following interventions are recommendations that may be helpful in the general education setting. Each school addresses the intervention process somewhat differently. The school administrator provides leadership regarding process. Collaboration with the intervention team, school counselor, school nurse, and parents or guardians is encouraged. Use the **Nichols' Behavior Checklist (NBC)** as part of your intervention toolkit. Re-administer to assist with determining progress.

Casey may have health issues. Discuss observations and concerns with the school nurse and the student's parents.

There are attendance concerns. Ask the parent or guardian if there are health issues that are causing the attendance problems. Ask the school nurse to help if there are health issues. Ask the parent or guardian to please bring Casey to school on time each day. Remind the parent or guardian that the school is required by law to report problems with attendance. Monitor attendance and punctuality on a daily basis and report tardiness and absenteeism. Inform the attendance officer.

Casey exhibits academic problems. Be alert for vision, hearing, and health problems. Check the student's records for an educational plan that may already be in place, and then follow the plan. If there is not an educational plan in place, begin incorporating academic accommodations.

Interventions that may help the student improve academic skills include the following:

- Provide direct, individualized assistance.
- Differentiate instruction; scaffold questions.
- Provide study sheets, daily reviews, and drills.
- Provide alternate assignments and oral tests.
- Give immediate, positive feedback.
- Give short, clear directions.
- Provide multisensory learning tasks.
- Incorporate paired peer assistance.
- Teach the student how to identify and highlight clue words.
- Play vocabulary games.
- Provide tutoring and remediation.

Accommodations for reading include using tracking bars and colored overlays. As a class exercise, have students paraphrase verbally what was read in order to improve comprehension. Take time to explain difficult concepts to the student in a one-to-one setting. Directly teach context clue skills to the student. Read instructions aloud, and check for understanding. Review vocabulary with the student and provide vocabulary flashcards for home use. There is a correlation between low reading ability and ongoing behavior problems. It is important to know students' reading levels and adjust materials to match.

Accommodations for math include using manipulatives and reading problems aloud. Identify specific skill weaknesses and reteach those skills to the student. Teach the student to highlight operation words. Drill basic facts.

Completing and turning in homework is a concern. Talk with the student. Parents should be notified. A homework verification card may be helpful.

Casey has a history of discipline problems. Parent conferences may help improve the situation.

Heath

Attendance

Academics

Reading

Math

Homework

Disrespect/Noncompliance

The student would benefit from direct instruction about how to behave appropriately when disciplined. Praise appropriate responses.

Casey is disrespectful to teachers and other authority figures. Teachers should use "I" statements to clearly explain expectations. Authority figures should model respect and praise courteous student behavior.

Compliance is a challenge for Casey. Help the student by clearly stating expectations, rules, and consequences. Maintain consistency and follow through. One effective way to encourage compliance is to state requests in "Do" form. Avoid saying, "Do not." Another effective way to encourage compliance is to "catch kids being good." Praise pro-social behavior immediately in order to get students in the habit of being compliant. Make frequent contact, including using nonverbal communication. Use eye contact and smile to reinforce positive behavior.

Frequently, students are noncompliant because they do not have the skills to accomplish the task. Determine the student's level and differentiate instruction appropriately. Sometimes a student may not understand what is expected. A private conference can be a productive time for explaining expectations to the student and checking to make sure the student understands. Reward good-faith efforts. Above all, do not embarrass the student in front of peers.

Casey seems to have problems with anger and maintaining control. Any situation that involves bullying or could result in injury needs immediate intervention according to school policies.

Preventing acting-out behaviors

Students who act out or exhibit aggressive tendencies need behavioral accommodations. By investing in one-on-one, quality time, you will be able to affect the student's emotional framework. Demonstrate consistency, acceptance, and warmth. Listen to the student and show personal interest. Speak in a calm voice and use "I" statements. Avoid asking "Why. . . ?" Generally speaking, students do not know the "why" behind their behaviors. When a teacher demands to know why the student acted the way he or she did, usually there is either an escalation in the inappropriate behavior or the student shuts down. When the student is calm, quietly teach appropriate behavior. Tell the student, "Here is a way that will get you what you want without getting you in trouble," or simply, "We do it this way."

One way to prevent acting out and aggressive behaviors is to incorporate large-muscle activities in daily lessons. Assigning projects instead of tests reduces test anxiety and therefore reduces behavior problems. Many students act out as a way of communicating that they do not have the skills to do the work. Always reinforce pro-social behaviors by praising good behavior, kindness, and courtesy.

Oppositional defiance

Casey needs direct instruction about pro-social behavior. Display a clear, simple set of class rules. Take time to explain the rules, consequences, and the classroom routine. Maintain consistency. Give praise and encouragement when the student behaves appropriately. When a student is in violation of the Code of Conduct, notify the administrator and follow the appropriate steps.

The student exhibits behaviors that are related to oppositional defiance. Focus on preventing and avoiding conflict. Always give an oppositional, defiant student choices in lieu of demands; however, don't give open-ended choices. Offer specific choices, such as, "Do you want this or that?" Praise cooperation.

When the student engages in challenging behaviors, speak calmly and respectfully. Discuss the situation with the student in a private place, away from an audience. Try not to exert authoritative power. Avoid speaking loudly, "getting in the student's face," and making demands with ultimatums. If the student is challenging a rule that cannot be modified, the right thing to do is to say, "Nevertheless, this is the rule" Repeat this calmly as often as necessary. Do not argue with the student. Do not defend yourself.

Social maladjustment

After challenging interactions, teachers need to take time to manage personal stress. Breathe deeply, drink water, and refocus. Do not take the student's behavior personally.

The student exhibits behaviors that are associated with social maladjustment. Indications of serious problems, such as gang activity and possible drug use, warrant notifying the administrator. The school administrator may want other school professionals, such as the school nurse, counselor, social worker, and law enforcement, to be involved. Consult the school Code of Conduct for specific policies about gang activity and drug and alcohol use. Follow the policies for your campus and your administrator's directions. Parents should be notified.

ADHD?

A student who is excessively active, impulsive, easily irritated, and frequently off task may appear to have attention-deficit hyperactivity disorder (ADHD). This may or may not be true, and it is not appropriate for teachers to make a diagnosis or even to suggest ADHD. However, there are many strategies for working with students who exhibit ADHD-like behaviors. Incorporate kinesthetic academic activities (games) and movement or stretching into lessons at least every 10 minutes into lessons. Set up a "secret communication system" with the student and use nonverbal signals to give permission for the student to get a drink of water or quietly move to the back of the room to stretch. Sometimes, hunger or low blood sugar interferes with attention and learning. Check to make sure the student regularly eats breakfast. Consult with the school nurse about making snacks, such as peanut butter or cheese and crackers, available. Excessive motor activity and inappropriate behaviors may indicate that the student lacks the skill to effectively understand or do the work. Check the student's reading level.

Be alert for difficulties with organizational skills. Provide consistency, stability, and structure. Directly teach organizational skills. Use row seating, display schedules, and use timers to help students stay organized. Many "hyperactive" students are drawn to computer activities. Computer programs and games that teach academic skills may be more effective and may be useful daily teaching tools.

Casey seems to need help maintaining focus. Check to make sure there are no skills deficits. Also determine if the student is exhibiting these behaviors in other settings, such as at home, during P.E., and in other classes.

Accommodate for students with attention problems by giving short, clear directions. Use simple, clear words to explain a concept. Make it a practice to stand near the student who has attention concerns when giving directions.

Help the distracted student stay attentive to the lesson by seating the student in the front, near the teacher, or close to the focal point. Make some sort of verbal or nonverbal contact with the student at least every five minutes. One nonintrusive redirection technique is to lightly touch the student's shoulder, and then point to the work at hand to refocus his or her attention. You may also include the student's name in the context of your teaching. Another easy way to help a student focus on written work is to provide a red Flair pen for written tasks. Providing a study carrel or allowing earphones can also help the student focus on the work. Teaching the student to highlight main ideas is critical for success too.

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Basic information